DOCUMENT RESUME

ED 448 421 CS 014 194

TITLE	The Literacy Acquisition Portfolio.
INSTITUTION	Southwest Educational Development Lab., Austin, TX.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE	2000-00-00
NOTE	19p.
CONTRACT	RJ96006801
AVAILABLE FROM	Southwest Educational Development Laboratory, 211 E. 7th St., Austin, TX 78701-3281. Tel: 800-476-6861 (Toll Free); Web site: http://www.sedl.org.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Decoding (Reading); Elementary Secondary Education; *Emergent Literacy; *Evaluation Methods; Language Skills; Listening Skills; Phonology; *Portfolios (Background Materials); *Reading Comprehension; Semantics; Spelling; *Writing Evaluation

ABSTRACT

This portfolio contains a literacy profile form for teachers to record students' progress, a reading folder to collect information on what students have read, a place to collect writing samples, and a listening/speaking/viewing folder. The literacy profile in the portfolio contains a chart to record baseline data, mid-year, and summative data for a variety of cognitive elements (including reading comprehension, decoding, and language comprehension). It also contains forms to record teachers' comments and observations for each of the cognitive elements. The front cover of the reading folder allows for the recording of the title/author, genre, comments, and text level for up to 24 items. The front of the Writing Samples folder lists assessment indicators for language comprehension, linguistic knowledge, phonology, semantics, syntax, writing composition, encoding, correct spelling, phonetic encoding, letter formation, segments for spelling, background knowledge, and writing conventions. The front of the Listening/speaking/viewing folder lists assessment indicators for linguistic knowledge, phonology, semantics, syntax, background knowledge, and language comprehension. It also briefly describes supplementary language skills that do not relate directly and clearly with any single cognitive element outlined in the framework. (RS)

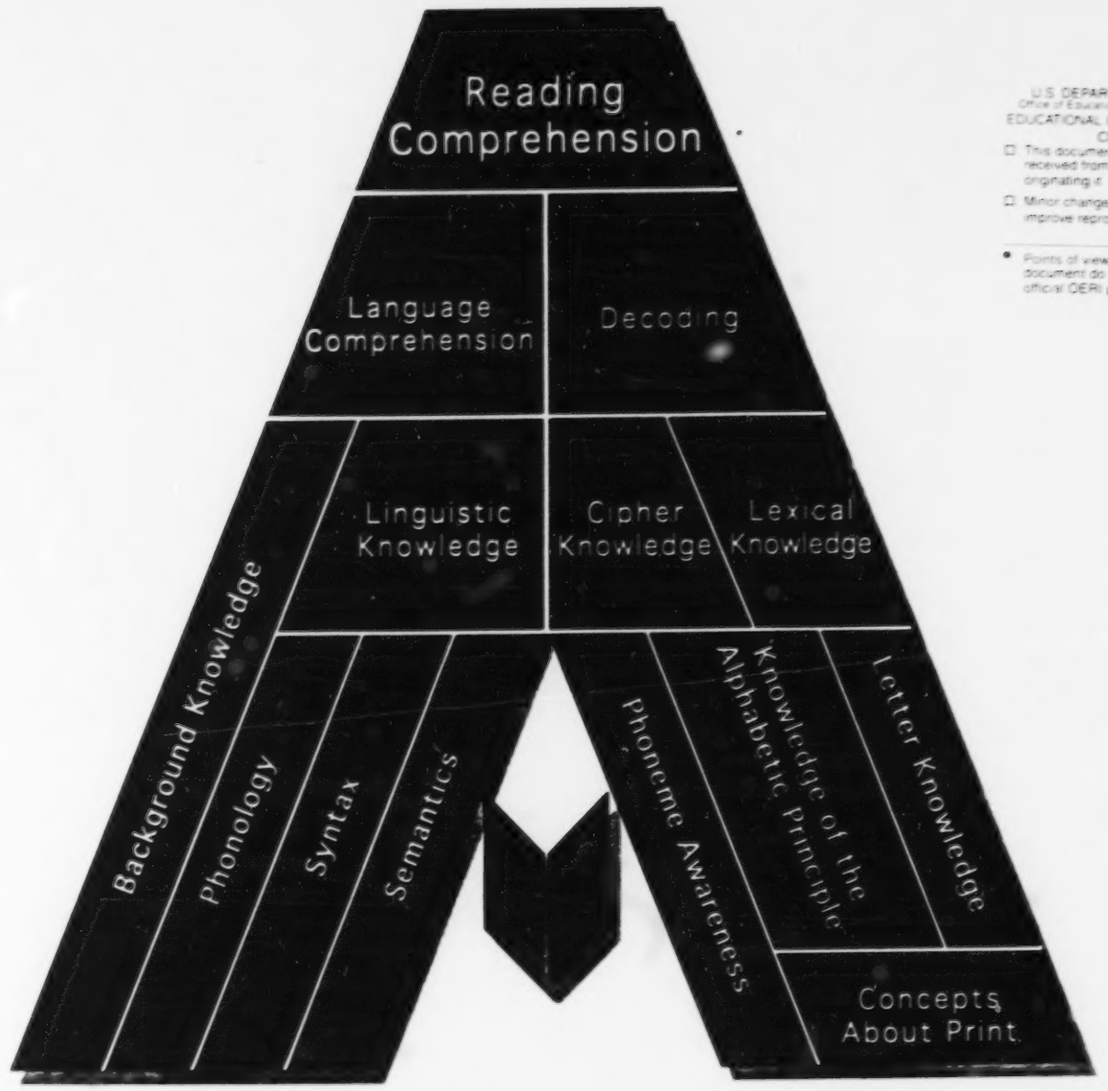
Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 448 421

Student: _____

Teacher: _____

THE LITERACY ACQUISITION PORTFOLIO



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Developed by the Reading Coherence Initiative at the Southwest Educational Development Laboratory (SEDL) • 211 E. 7th Street w Austin, Texas 78701 • 800-476-6861

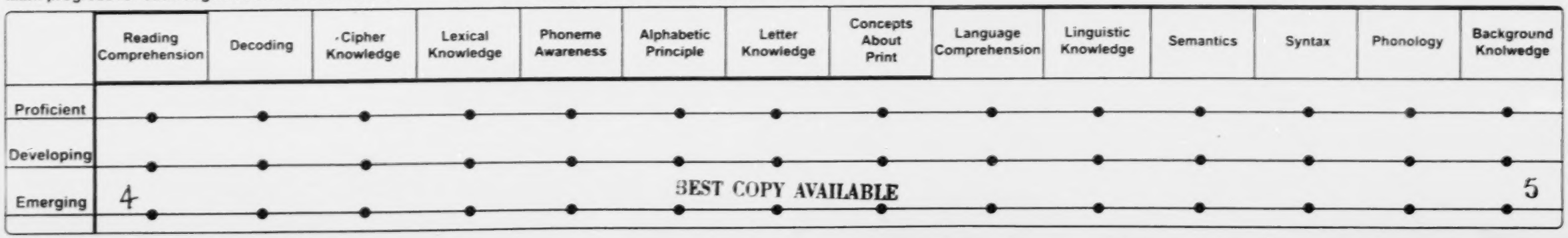
CS 014 194

BEST COPY AVAILABLE

LITERACY PROFILE

COGNITIVE ELEMENT	Assessment	Level	BASELINE DATA RAW SCORE / %	Strengths	Teaching Points	Assessment	Level	MID-YEAR DATA RAW SCORE / %	Strengths	Teaching Points	Assessment	Level	SUMMATIVE DATA RAW SCORE / %	Strengths	Teaching Points
Reading Comprehension Passage Title / Level															
Decoding															
Cipher Knowledge															
Lexical Knowledge															
Phoneme Awareness															
Alphabetic Principle															
Letter Knowledge															
Concepts about Print															
Language Comprehension															
Linguistic Knowledge															
Semantics															
Syntax															
Phonology															
Background Knowledge															

Mark progress for each cognitive element on the chart below. Use blue for baseline, red for mid-year, and black for summative.



BEST COPY AVAILABLE

READING COMPREHENSION

Ability to construct meaning from text.

Assessment Indicators

- The student answers explicit detailed questions about the content.
- The student answers implicit questions about the content.
- The student fills in missing words from the story. (Cloze)
- The student retells the story.
- The student is able to follow a set of written directions.

Teacher Observation Date: _____ Teacher Observation Date: _____
Comments: Comments:

Teacher Observation Date: _____ Teacher Observation Date: _____
Comments: Comments:

Emerging ☐
Developing ☐
Proficient ☐

Not Assessed (indicate Too Difficult or Too Hard)

LANGUAGE COMPREHENSION

Constructing meaning from language.

Assessment Indicators

- The student's speech is organized, sequential, and follows a logical flow.
- The student can describe the sequence of events of a story in a retelling.
- The student recognizes that meaning is influenced by context, audience, and speaker's intent.
- The student draws inferences and makes generalizations.

Teacher Observation Date: _____ Teacher Observation Date: _____
Comments: Comments:

Teacher Observation Date: _____ Teacher Observation Date: _____
Comments: Comments:

Developing as Appropriate ☐

LINGUISTIC KNOWLEDGE

Complex knowledge and use of language.

Assessment Indicators

- The student integrates knowledge and use of phonology, semantics, and syntax.
- The student appreciates the differences in a variety of genre (poetry, expository, narrative, rhetoric).
- The student explores and develops preferences in genres and authors.

Teacher Observation Date: _____ Teacher Observation Date: _____
Comments: Comments:

Teacher Observation Date: _____ Teacher Observation Date: _____
Comments: Comments:

Developing as Appropriate ☐

BACKGROUND KNOWLEDGE

General understanding of the subject matter to be comprehended.

Teacher observes interests/knowledge areas of student.

Comments: Date: _____ Comments: Date: _____

Comments: Date: _____ Comments: Date: _____

Developing as Appropriate ☐

SYNTAX

Understanding and using patterns of sentence structure.

Assessment Indicators

- The student's oral and/or written messages are syntactically correct.
- The student completes/corrects sentences with syntactically correct word.
- The student manipulates sentences in ways which are syntactically correct.

Teacher Observation Date: _____ Teacher Observation Date: _____
Comments: Comments:

Teacher Observation Date: _____ Teacher Observation Date: _____
Comments: Comments:

BEST COPY AVAILABLE

Developing as Appropriate ☐

Teacher: Grade: Student:

SEMANTICS

Knowing the meanings of morphemes, words, sentences and full discourse.

Assessment Indicators

The student names pictures (expressive vocabulary).
The student can select a picture from a group that matches a spoken word (receptive vocabulary).
The student can produce synonyms & antonyms for spoken words.
The student can produce definitions for words.
The student can identify a word (from a list, group of pictures, or spoken) that is different in meaning.
The student uses story language and recognizes storystructures to support meaning.

Teacher Observation Date: _____ Comments:

Teacher Observation Date: _____ Comments:

Teacher Observation Date: _____ Comments:

Teacher Observation Date: _____ Comments:

Teacher Observation Date: _____ Comments:

Teacher Observation Date: _____ Comments:

Developing as Appropriate ☐

DECODING

Translating text into speech

Assessment Indicators

The student correctly pronounces familiar words whether they are regular or irregular (at reader's level).
Accuracy in calling words requires no conscious effort.

Teacher Observation Date: _____ Comments:

Teacher Observation Date: _____ Comments:

Teacher Observation Date: _____ Comments:

Teacher Observation Date: _____ Comments:

Developing as Appropriate ☐

CIPHER KNOWLEDGE

Using the conventions of English text to sound out regular words.

Assessment Indicators

The student reads uncommon regular words.
Phonetic Speller: assigns letters on basis of sound, writes what they hear.
The student demonstrates transfer of 'regular spelling patterns' to new reading situations.
Transitional Speller: begins to use basic conventions of English; include visual strategies with phonology.

Teacher Observation Date: _____ Comments:

Teacher Observation Date: _____ Comments:

Teacher Observation Date: _____ Comments:

Teacher Observation Date: _____ Comments:

Teacher Observation Date: _____ Comments:

Teacher Observation Date: _____ Comments:

Emerging ☐
Developing ☐
Proficient ☐

Not Assessed: indicate Too Difficult or Too Hard

LEXICAL KNOWLEDGE

Understanding that certain words cannot be sounded out, and knowing how to pronounce those words.

Assessment Indicators

The student reads irregular words within his/her sight vocabulary.
The student identifies words that do not fit the word family (lint, mint, pint).
Conventional Speller: knowledge of English orthographic system is established; master irregular words.

Teacher Observation Date: _____ Comments:

Teacher Observation Date: _____ Comments:

BEST COPY AVAILABLE

Teacher Observation Date: _____ Comments:

Teacher Observation Date: _____ Comments:

Emerging ☐
Developing ☐
Proficient ☐

Not Assessed: indicate Too Difficult or Too Hard

CONCEPTS ABOUT PRINT

Recognizing and using printed material, and understanding the mechanics of text.

Assessment Indicators

Front of Book	Print Carries Message
One-to-One Match	Left-to-Right
Recognizes inverted print	Top-to-Bottom
Precommunicative Speller	Return Sweep

(not an exhaustive list; see Marie Clay's Observation Survey)

Teacher Observation: Date: _____

Teacher Observation: Date: _____

Mastered ☐

ALPHABETIC PRINCIPLE

Knowledge of the relationship of text and speech.

Assessment Indicators

Semiphonetic Speller:
- uses letters to represent words.
- uses letter-names for sounds (r for are, u for you).
- uses initial consonants to represent word

The student understands that letters represent spoken sounds.

The student understands that spoken words have a specific letter sequence.

Teacher Observation Date: _____
Comments:

Teacher Observation Date: _____
Comments:

Mastered ☐

LETTER KNOWLEDGE

Naming and using letters.

Assessment Indicators

Student recognizes upper case letters.
Student recognizes lower case letters.
Student makes sound/letter associations.

Teacher Observation Date: _____
Comments:

Teacher Observation Date: _____
Comments:

Teacher Observation Date: _____
Comments:

Teacher Observation Date: _____
Comments:

100%

Upper Case ☐

Lower Case ☐

PHONOLOGY

Hearing and distinguishing speech sounds.

Teacher observes student distinguishes sounds of speech at age appropriate level. Date: _____

Teacher observes student demonstrates difficulty in distinguishing sounds of speech. Date: _____
Sounds noted:
Comments:

Teacher observes sufficient difficulty in hearing and distinguishing speech sounds to warrant further diagnostic assessments through speech and language pathologist.

Observation Date: _____ Referral Date: _____

Proficient ☐

PHONEME AWARENESS

Awareness of the sounds that make up spoken words.

Assessment Indicators

Student identifies the longer (or shorter) spoken word in a pair.
Student identifes words which begin with the same phoneme.
Student blends phonemes into words.
Student manipulates and rearranges phonemes to make new words.
Student can identify specific phonemes in words.

Teacher Observation Date: _____
Comments:

Teacher Observation Date: _____
Comments:

Teacher Observation Date: _____
Comments:

Teacher Observation Date: _____
Comments:

Teacher Observation Date: _____
Comments:

Teacher Observation Date: _____
Comments:

Proficient ☐

BEST COPY AVAILABLE

TITLE/AUTHOR	GENRE	COMMENTS:
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		

Genre: Picture book, fairy tale, folklore (myth, legend), modern fantasy, realistic fiction, contemporary fiction, poetry, historical fiction, biography, informational books, reference books, periodicals and newspapers.

TITLE/AUTHOR	GENRE	COMMENTS:
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		
21.		
22.		
23.		
24.		

Comments might address: self-selected vs. assigned by teacher, predictable text, decodable text, observations made while reading with student. Mark text level: + (above grade level), = (on grade level) and - (below grade level).

BEST COPY AVAILABLE

READING FOLDER

Student: _____

LANGUAGE COMPREHENSION

- understands that the written word is a powerful communication tool
- uses writing as a tool for learning
- uses oral language to develop ideas for writing
- communicates knowledge of topic with clarity in writing
- understands writing conveys and preserves an author's thoughts and speech

LINGUISITIC KNOWLEDGE

- works through all stages of the writing process (plans, drafts, revises, edits, publishes)
- uses story language ('once upon a time...) and discourse markers (first, next, then, and last) *
- uses technical vocabulary about the writing process (proofread, elaborate, etc.)
- develops own voice and individual writing style
- asks questions about others' writing and expects feedback from others
- understands text forms (genres; beginning, middles, and endings)
- begins to appreciate register (writing with purpose for a specific

PHONOLOGY

- distinguishes between sounds and encodes correctly from oral dictation

SEMANTICS

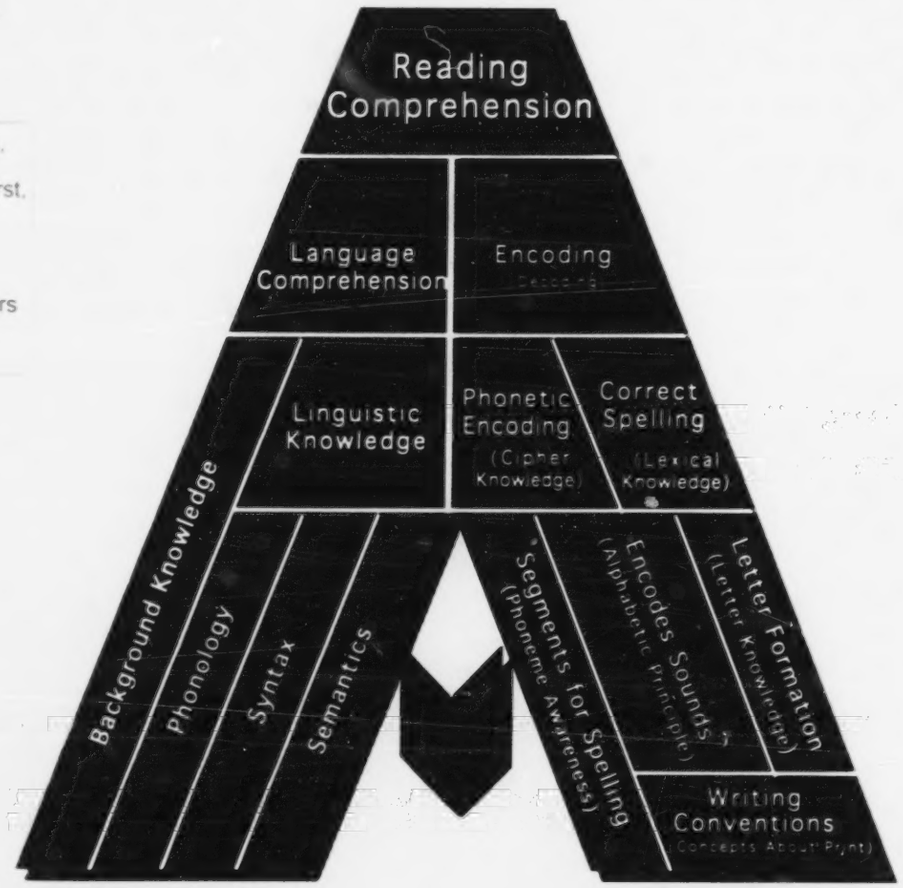
- selects words that are suited to the form (genre) or purpose
- selects words from a widening bank of words
- uses vocabulary appropriately (economy and description)
- organizes sentences to support meaning
- starts to use paragraphs and sections
- starts to incorporate literary devices (plot, characters, setting, purpose, suspense, climax)
- uses a variety of 'leads' or 'hooks' for writing*
- composition has structure, order and coherence

SYNTAX

- begins to construct simple sentences in writing
- develops more complex sentence forms

WRITING COMPOSITION

- demonstrates the ability to communicate ideas, creativity, and knowledge by constructing written text that address purpose and meaning, authority, clarity,structure, English conventions, and presentation forms.



BACKGROUND KNOWLEDGE

- uses own experience for writing topics
- makes connections between personal experience and other knowledge
- seeks to discover information for writing through research

BEST COPY AVAILABLE

WRITING CONVENTIONS

- orients page for writing
- develops directionality
- spaces between words
- develops sense of print conventions: periods, capitals, etc.
- understands the purpose of and the importance of using print conventions

ENCODING

- demonstrates the ability to translate speech into text with fluency and automaticity regardless of regularity of the words encoded

CORRECT SPELLING

- demonstrates ability to identify and correctly spell irregular words at the appropriate level
- Conventional spelling stage

PHONETIC ENCODING

- understands and applies grapho-phonemic knowledge when attempting to spell unknown words
- has control of some essential words
- understands and uses the conventions of English spelling
- knows letters are specifically ordered to make words
- uses syllabification, letter/sound clusters, etc. in spelling
- Phonetic spelling stage
- Transitional spelling stage

LETTER FORMATION

- forms letters with correct letter strokes
- begins to develop consistency of letter forms
- attends to slant, spacing, and line
- writes with skill and ease

ENCODES SOUNDS

- speech can be written down
- written word length matches spoken word length.

SEGMENTS FOR SPELLING

- begins to use sequencing strategies to make words
- segments, sounds out, or stretches words to hear each phoneme while writing.

WRITING SAMPLES

Student: _____

BEST COPY AVAILABLE

LINGUISTIC KNOWLEDGE

- participates in rhymes, songs, conversations and discussions
- adapts personal language as appropriate to the audience, purpose and occasion
- maintains engagement while listening responsively and appropriately

PHONOLOGY

- hears and distinguishes sounds of speech (discrete sounds, words, etc.)

SEMANTICS

- learns the vocabulary of school (e.g., color words, direction words, etc.)
- learns and applies content specific vocabulary
- uses appropriate vocabulary and constructs meaningful phrases and sentences to clearly describe ideas, feelings, and experiences
- uses context to define unfamiliar words and responds with coherence and fluency

SYNTAX

- uses appropriate grammar when speaking (subject/verb agreement, complete sentences, tense, etc.)
- able to identify and correct examples of inappropriate syntax

BACKGROUND KNOWLEDGE

- connects personal experience and ideas with those of others through speaking and listening

LANGUAGE COMPREHENSION

- responds appropriately and courteously to instructions and questions
- uses language to communicate needs, feelings, ideas, knowledge and experiences
- asks and answers relevant questions
- makes contributions in group discussions
- gives and follows directions appropriately
- develops a strong receptive and productive oral language
- determines purposes for speech (speaker's intent, implicit understanding, etc.)
- retells a spoken message by summarizing or clarifying
- makes accurate inferences

SUPPLEMENTARY LANGUAGE SKILLS

The elements of the cognitive framework outline what might be described as the "essential ingredients" for language comprehension. Beyond these essential ingredients, there are examples of supplementary language skills that do not relate directly and clearly with any single cognitive element outlined in the framework, but which are no less relevant to a child's language development, and which may be included in your state's or district's standards. Examples of important language skills which are supplementary to the cognitive framework include:

- uses verbal and nonverbal communication effectively
  makes eye contact
  uses gesture and body language effectively
  speaks clearly (volume, rate, enunciation, intonation)
- makes announcements
- makes introductions
- presents dramatic interpretations of experiences, stories, poems, or plays
- make presentations before an audience (with graphic supports/props)
- uses verbal skills to solve problems
- uses language to interpret and evaluate
- identifies the musical elements of literary language such as its rhymes or repeated sounds
- directs attention to the speaker
- exhibits 'good audience' behavior
- follows one- and two- step verbal directions
- able to recite full name, address and phone number

BEST COPY AVAILABLE

LISTENING / SPEAKING / VIEWING

Student: _____

BEST COPY AVAILABLE